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ABSTRACT

Despite a steady increase in the number of internship programs in educational administration, there is little empirical evidence with which to determine how internships affect both the intern's learning and the mentor-administrator. This paper presents findings of a study that investigated the intern-mentor relationship. The sample included 18 school principals and their 18 interns involved in the University of Connecticut's Administration Preparation Program (UCAPP). Eight mentor/intern pairs were at the elementary level, four pairs were from middle schools, and six pairs represented high schools. Data were gathered over a 2-year period through interviews with the interns and principals, an analysis of taped discussion sessions between interns and their mentors, and analysis of documents. The data suggest that interns undergo five stages of transition--initial contact, liminal, settling in, efficacy, and interdependence. Internships were found to be ideal for acquiring certain types of knowledge: day-to-day understanding of building operations, problem-solving strategies, interpersonal skills, time-management techniques, and reflective thinking. Mentors became colearners as the internship relationship developed, gaining opportunities to critically examine their own ideas, learn new content knowledge, and collaborate on projects. It is concluded that: (1) mentor selection is crucial to interns' indepth learning; (2) mentors need to scaffold opportunities for interns; (3) internship programs should provide internship activities that vary in depth and complexity and link theory and practice; (4) reflection should be an integral part of all internships; and (5) stages of acculturation and sociocultural factors affect how quickly interns adjust to their internship settings. One figure is included. Contains 37 references. (LMI)

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Running head: ADMINISTRATIVE INTERNSHIPS

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Apprenticeships for Administrative Interns: Learning to Talk Like a Principal

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Introduction

Recent reports, articles, and books in educational administration have focused on redesigning preparation programs for future school administrators (Milstein, & Associates, 1993; Murphy, 1992). The descriptions of these revamped programs describe the need for field experiences which are integral to the entire preparation program (Milstein, Bobroff, & Restine, 1991). In 1987 Murphy and Hallinger called for the "Need to bring the training process more in line with the conditions and milieu of the workplace" (p. 255). A common criticism -- that newly prepared administrators lack clinical experience-- is addressed by including an internship as a major component of administrator preparation programs (Anderson, 1989; Griffiths, 1988; Heller, Conway, & Jacobson, 1988).

In 1962 Hencley (1963) reported that one hundred seventeen universities offered internships as part of their programs. This trend continued through the 1980's when over 250 universities in response to a survey indicated that 59% of educational preparation programs required an internship (Skalski, Lohman, Szepanik, Baratta, Bacilious, & Schulte, 1987). Gousha, LoPresti, and Jones (1986) reported that by 1985 twenty-five states required internships for initial principal certification standards. Milstein, et al. (1991) report that although there is considerable variation in time required for internship completion, the average is 165 hours. Paulter (1990) found that UCEA institutions required an average of 280 hours. Cordeiro, Krueger, Parks, Restine, and Wilson (1992) found institutions that were part of the Danforth Foundation network required an average of 632 hours of internship.

Given the growing emphasis on internship or apprenticeship[1] requirements in administration preparation programs, university administration faculty need to understand the multitude of factors which impact internship learning. There are numerous questions which require investigation. Wylie and Clark (1994) found that Masters level interns rated their administrative internship as both the most valuable and the least rigorous of their coursework. Their findings addressed internship length, placement, faculty supervisor roles and job placement services. It is certainly necessary to examine internship length, type of placement, and field supervisor training, but an area requiring equal investigation is *how learning occurs during the internship.* An equally important issue, in view of the time and money necessary to arrange, facilitate and supervise internships, is: how can we be sure that internship learning is more effective and efficient than other types of learning?

Internships or Apprenticeships

Some researchers justify internships via the proposition that field-based experience assures students opportunities to acquire skills needed to improve schools. In their opinion, the internship allows the student to place theoretical concepts into practice and to learn from the consequences (Daresh, 1988; LaPlant, 1988; Milstein, et al., 1991). Others propose that the social nature of the internship environment nurtures the development of collaborative learning skills (Prestine & LeGrand, 1991). Davies (1962), in summarizing the effect of an internship program in a study conducted by Clifford Hooker in 1958, states that, "The evidence overwhelmingly supports the idea of the administrative internship. Nevertheless, a number of weak spots need

attention and strengthening" (1962, p.95). His caveats include: "(a) requiring it of all majors in educational administration, (b) staffing the program adequately, (c) providing the needed dollars for support, (d) experimenting with effective learning activities, and (e) developing far more effective evaluative techniques " (p. 95). As can be seen from the above, simply including an internship in an administrator preparation program does not mean that students will be better prepared as school administrators.

Only a few researchers in educational administration have used the existing literature on apprenticeships to help explore questions regarding internship learning. Coy (1993) and Goody (1993) describe the 'knowing' and 'seeing' that go beyond the performance of a task. They argue that part of the apprenticeship process is "to educate the apprentice in the craftsmanship" p. 2. Lave and Wenger (1991) introduced the notion of "legitimate peripheral participation" which can be defined as a "mode of engagement of a learner who participates in the actual practice of an expert, but only to a limited degree and with limited responsibility..." (p.14). They differentiate between learning to talk *within* (exchanging information necessary to the progress of the activity) and to learning to talk *about* (stories) a practice. The purpose of an apprenticeship for Lave and Wenger "is not to learn *from* talk as a substitute for legitimate peripheral participation; it is to learn *to* talk as a key to legitimate peripheral participation" p. 109. Thus, legitimate peripheral participation can be a useful framework for analyzing the issues involved in administrative internships.

Adult Learning Theory

LaCost and Pounder (1987) proposed a model for the internship that is anchored in adult learning theory. They advocated for "Preparation programs utilizing principles of adult learning such as learner-involvement, maturation and development, reflective thinking, and experiential learning," so that the "theory-research-practice" relationship could be enhanced (p.17). Other advocates of adult learning theory and cognitive psychology such as Leithwood, Begley and Cousens (1990), and Knowles (1980) emphasize the importance of field experiences. They believe that learning should be grounded in the real world of experience (Prestine & LeGrand, 1991).

Reflection

Many researchers who advocate internships stress the importance of the process of reflection on field experiences. They argue that theory will impact practice only if there is opportunity for reflection on that practice (Allison & Allison, 1993; Kolb, 1984). Daresh and Barnett (1993) note that through this reflective activity the student of educational administration can develop an educational platform which "allows learners to assess their personal philosophies, values, and attitudes" (p. 141). Schön (1987) advocates for a reflective practicum that "can bridge two worlds" (p. 307). Accordingly, one may hypothesize that without opportunities for reflection, a large part of potential internship learning may be lost, or may not transfer to later experiences. A well-designed internship, accompanied by a reflective process, should, according to learning theorists, enhance learning leadership skills (Benner, 1984; Dreyfus & Dreyfus, 1980; Knowles, 1980; Kolb, 1984).

Purpose of the Study

Despite a steady increase in the number of internship programs in educational administration, there is little empirical evidence with which to determine how internships impact both the novice or intern's learning as well as the impact on the mentor administrator or expert. Therefore, the purpose of this study was to examine:

- What is special about internship learning? If it is special, why?
- How does the internship impact the intern?
- How does the internship impact the mentor?
- When, if at all, does reflection occur during the internship?
- How, if at all, does an internship impact the perceived quality of administrative preparation?

Methods and Procedures

Using a naturalistic design this study allowed the researchers to describe and interpret aspects of internships through the eyes of participants. Data were collected over a two year period and included: in-depth audio taped interviews with interns and principals; audio tapes of discussion sessions between interns and mentors; and artifacts consisting of interns' logs, journals, and other relevant documents.

The Preparation Program

All participants were involved in UCAPP (the University of Connecticut's Administration Preparation Program) which was begun in 1990 as one of twenty-two Danforth Foundation Programs for the Preparation of School Principals--DPPSP (Milstein & Associates, 1993). including an internship for all students was a requirement of participating in the DPPSP network. UCAPP is a thirty-one credit program leading to a Sixth-Year diploma or a certificate of advanced graduate study and

certification as a building level administrator. The internship comprises eleven of the thirty-one credits and is usually completed over a two year period.

The UCAPP internship consists of a total of 90 days. The typical format involves 15 days during the first school year, 30 days during the first summer, 15 days during school year two and 30 days during the second summer. Students, whether they are completing internships in their home districts or out-of-district, are given release time by their home school districts to complete the internship days during periods when classes are in session at the host school site. Although interns are allowed to spend up to one year (45 days) in their home districts, most students (87%) complete the entire internship outside their home districts. In addition to the 90 days spent with mentor principals in a school, there is a required two-hour Reflection Seminar each month. Mentors and university advisors are encouraged to attend all sessions and they are required to attend a minimum of one reflection seminar each year.

Mentor principals are selected through a process which begins with invitations to superintendents to nominate principals who meet program criteria and understand the responsibilities explicated in the program materials. Upon nomination, the principal is interviewed by the program facilitator. Interns are then provided the names of at least two potential mentors. Following interviews interns choose one person to serve as their mentor over the two-year period. Principals selected as mentors attend a half day orientation session.

Sample

This study utilized a maximum variation sampling strategy (Patton, 1990). This strategy is employed when the researcher wants to

capture and describe "the central themes or principal outcomes that cut across a great deal of participant variation " (p. 172). The sample included 18 school principals along with their 18 interns. Thus, a total of 36 participants representing the first four cohorts of the UCAPP program were interviewed. At the completion of data collection three UCAPP cohorts, a total of 29 students, had graduated from the program. The remaining cohort and their mentors had completed slightly more than half of their internship days together.

Eight mentor/intern pairs were at the elementary level, four pairs were from middle schools, and six pairs represented high schools. Of the principal mentors eleven were female and seven were male. One female mentor was African American while all remaining mentors were Anglo. Of the fourteen female interns three were African American, one was Latina and the remainder were Anglo. Of the four male interns one was Latino and the remainder were Anglo. Ages for interns ranged from 28 to 52 with a mean age of 38. The age of the mentors is not known; however, the mean age of a school principal is 48 (NASSP, 1988).

Data Collection

Three types of data were collected: interviews of principal mentors and interns; audio tapes of sessions held during the internship between mentors and interns; and documents including logs and journals. A separate interview guide for mentors and interns was utilized for each interview which was audio taped and lasted approximately one hour.[2]

Data Analysis

Data analysis involved three interrelated coding procedures: open, axial, and selective coding (Strauss, 1987). Open coding helped the researchers to discover the concepts which seemed to fit the data. The

researchers looked for terms used by participants and gave an initial code to the term. The concepts named in open coding were compared and grouped together into a category. Axial coding provided detailed analysis done around one category at a time and resulted in the development of cumulative knowledge about relationships between categories. Selective coding procedures resulted in the selection of a core category which related all major categories to each other and to the core category. From this point explanatory constructs were formed which integrated the knowledge collected, both tacit and explicit, within the realm of the investigation. A data management program was used to assist in organizing and coding information (Padilla, 1993). To increase the trustworthiness of the study multiple researchers collected data, conducted member checks, engaged a peer debriefer, and kept a reflexive journal (Lincoln & Guba, 1985).

Findings and Conclusions

The findings have been divided into six areas. First, we discuss the importance of the internship to both the intern and mentor. This is followed by a discussion of what makes internship learning different from classroom learning. The third section discusses how the internship impacts the learning of both interns and mentors and the ways that mentors as experts 'scaffold' activities so that novices can participate in them. The next section describes what students actually learn. Then, the role of reflection in the internship is outlined. Finally, we present a five-stage Intern Transition Model.

Importance of the Internship

All thirty-six participants rated the internship as extremely important, and both students and mentors agreed that a quality

internship experience was dependent upon: (1) the person with whom the intern was working, and (2) the kinds of responsibilities the intern was assigned.

For both mentors and interns the internship had considerable value because it was a "real" experience. Mentors stated that they felt confident about discussing the intern's abilities and areas needing further growth with prospective employers because they had worked with and observed interns over the period of one to two years. Mentors valued the fact that the internship was "intense and solid." One mentor commented, "When one of my colleagues in another district asks me about this intern who's an applicant for a position as an assistant principal in his or her school, they really value it when I can say, 'Yes. I worked with her. She did that and that.' " Another mentor stated, "I can really go to bat for the intern because I know who I'm talking about."

Internship Learning: "A PBL Project Come to Life"

Administrative field experiences, whether they be in the form of internships or practica are generally viewed by experienced administrators as the highlight of their preparation programs. This study sought to explore what was special about internship learning that made it different from the myriad of instructional approaches used for classroom learning. Several themes emerged from the data, however one intern's statement is reflective of various issues raised by participants. She commented, "It's the PBL [problem-based learning] Project come to life. There's no artificiality about it. It's a real project and it has to be done in real time and then you are held accountable."

Five themes emerged from the data with the most salient theme being that of *authenticity*--real experiences. Repeatedly mentors and

interns discussed the importance of "living through" real experiences. Interns and mentors reported that the internship had been an authentic experience. One mentor commented, "My intern did not just watch me do things. He did them as well, he didn't just shadow." An intern's comment captured the overall sentiment of students, "You're in the throes of the activity. You're not just reading about it, you're living it."

Another theme was that of *relevancy*--the intern is learning something that s/he wants to learn. One intern captured the essence of this idea,

> I had enrolled in a program in Educational Administration several years ago and I dropped out because it was unrelated to anything I saw that I would need to do. But the internship is the opportunity for you to participate in activities that you know you will probably be doing by yourself in a couple of years. You really pay attention. You listen more intensely. You hear better. You physically do something, then you get feedback. It may not be verbal feedback, but something either happens or doesn't happen and your decision has affected other people so it better be well thought out....as an intern I believe that everything in this internship has possible relevance to me when I get a job.

A third theme that emerged regarding what makes internship learning special was the idea of *independence*, meaning that interns are on their own and held accountable for the outcomes of their actions. Students reported being given assignments that may have included the involvement or input of others, but it was the intern him or herself who was held responsible. This raised their level of concern and they stated that it forced them to try to gather as much information as possible

before making a decision. An intern commented, "No one was there to hold my hand. No one was there to say this is what you have to do. I had to give things to the secretary to do. I had to call parents. I had to meet with parents. I had to deal with students. I had to do dances at night. Doing it on my own was the greatest learning experience I had."

The importance of *working closely with another person* over a long period of time emerged as another theme for internship learning. Both mentors and interns talked about bonding, and reflecting together. They felt that after the initial period of apprehension and in some cases discomfort (particularly for interns, but in some cases for mentors as well), mentors and interns began to share ideas openly. "I work in isolation, " one female mentor commented. "It's nice to have another person, especially a woman to bounce ideas off of." Secondary level interns and mentors in particular talked about interns becoming part of their teams. An intern stated, "My mentor actually talks about me being a part of the administrative council." There was ample evidence of mentors treating interns as part of the administrative teams by doing such things as: including the intern's name on letterhead; putting the intern's name on the announcements; introducing the intern to others as part of his/her team; ensuring that interns had their own mailboxes and received mailings from district administrators at the central office; and so forth.

A final theme regarding the special learning of an internship involved the *theory-practice tie*. One intern stated,

> I'm not saying that the coursework wasn't important, but if I had not had an opportunity to try out the things I was learning in my courses, a lot of the tie would have been lost. The

> reflection seminars reinforced that tie....In class when the professor presented an idea or theory, I'd have a personal framework to examine the idea, sort of a reference point. The same happened during the internship. I'd say to myself , "Let's look at this through Bolman and Deal's four frames."

Thus, both mentors and interns believed internship learning was special in five ways. It provided real experiences which were relevant to what they believed interns needed to learn. Working independently for at least part of the internship forced students into being accountable; thus, it raised their level of concern. The internship afforded a close working relationship with an expert who helped students to reflect on their interactions and activities. Finally, both mentors and interns believed the internship provided a referential framework for discussion of theory.

Mentor Learning

One of the questions investigated in this study was what impact the internship had on mentor principals. Interns who had completed their internships gave definitive answers, while those students who had partially completed the internship, or who had only spent a portion of the internship with a particular mentor, used more tentative responses. "My questions *might* have made him think," was a typical comment of a student who had completed only half of the internship.

All 18 mentors believed that interns had taught them a great deal, whether the interns had completed the internship or, were only half way through. "The internship changes the mentor....it's two converging circles. I see that kind of relationship and there's a part in there of both of us. And then there's a part where we are apart and we observe each other....You can walk away from that relationship stronger because you

will walk away from it with whatever strengths you have gotten from the other person," commented one high school mentor.

Mentor principals and interns who had completed their internships reported that mentors were co-learners during the internship in three ways: interns provided ideas and content knowledge for mentors; they helped mentors to reflect on what they valued and why they did what they did; and, the presence of an intern allowed mentors to collaborate with another adult rather than working in isolation.

Numerous examples were found where mentors sought out interns for their expertise in a particular content area. One elementary mentor discussed in detail the content knowledge he learned from his intern.

> I knew so little about Reading Recovery. She [the intern] did a report for me on the topic in her curriculum class. Lucy interviewed a professor who trains teachers in the state....Also, she interviewed teachers, principals and superintendents to get their perspectives. I couldn't believe how she synthesized everything for me and gave me the important information on this topic.

A middle school principal commented, "I learned so much from the school-community project that he did. I never realized that this town had.....these services available...."

An intern commented, "He's really a generalist and doesn't know a lot about some curriculum areas....I would share articles and handouts with him in case he was interested. He was always saying, 'Oh, wow, this is great. I'm going to use this.' " Another intern felt similarly, "He actually applied for a grant that I had seen the literature for. I applied for one for my own school and he applied for one with his reading incentive committee." An intern placed in a suburban elementary school

stated, "He listened to me a lot because I come from a very strong reading content perspective which he doesn't have...." An African American female intern commented, " ...because of my ethnic background I was able to really present that side of it and I think he learned from that. As a result, we've had race relations seminars for two years."

Regarding the importance of internships helping mentors reflect, one mentor who had worked with two interns over a three year period commented,

> I really feel that being part of this program has helped me immensely as a professional because as I go through the different stages of preparing students for the principalship. I'm constantly reevaluating exactly what I'm doing and how I'm doing it. Interns have played vital roles in making suggestions. They've given me lots of helpful tips and I always encourage them to share their impressions of how I've dealt with a teacher, student or parent and I use their feedback all the time.

Another mentor had similar sentiments,

> These interns really force me to do a lot of thinking about why I do the things I do. I end up talking a lot about the job while the intern is there....I normally would not have anyone who would come in and sit down in my office or ask me as I walk through the corridor why I did something a certain way.

Several mentors discussed the value of the monthly reflection seminars which are a required part of the internship. One commented, "I can do this and think that I know the best way to do it, but when I'm there [at a reflection seminar] with some other mentors and they share

what they're doing with their interns and in their schools. I am jarred into looking at another perspective."

The final prevalent theme in the data was the opportunity for the mentor to collaborate with another adult rather than working in isolation. This was captured in a comment by an elementary principal, "This gave me an opportunity of working collaboratively, especially with a woman. All the other administrators in this district are male, so it's great to get her perspective and bounce ideas off of her. This gives me the opportunity to not work in isolation."

How Interns Learned

This section examines the ways interns learned and how mentors scaffolded that learning. There were certain behaviors that were predominant at certain stages of the internship-- when students were learning a completely new skill, or working on a new project-- mentors usually followed the same pattern: observe, talk through, and reflect. Then, most mentors would ask the intern to do the activity without assistance.

Students referred to mentors as guides who modeled behaviors for them. One intern commented,

> First, my mentor discussed the district's evaluation system with me. Next, I observed her preconference with the teacher. Then we talked about why she did what she did in that conference....Next she had me observe a class with her....One time we both scripted the lesson; another time we both used the same observation instrument. We Separately completed the district's evaluation form...compar[ing] what we had each written. After that I observed her in the post conference....When that was done, we

> talked about that conference....After this one we did it again with another teacher, but this time she had me do the whole thing. We switched roles....She observed me doing it and we'd reflect together at each stage.

Mentors reported being more directive in the early stages of the internship. They also discussed how they "staggered" or "chunked" activities and project work. They described serving as a guide in the beginning critical steps, after which they would "step back....When I thought she was ready I also dumped her. That sounds terrible, but I knew she could do it and even if she fell, I wouldn't let her fall too far," commented an elementary urban principal. This safety net provided by mentors was clearly articulated by interns.

"I knew that he would not let me fall completely," one intern commented. "He felt I was ready to take the risk," another intern stated, "even though I didn't feel ready, I did it because he believed in me and I trusted him enough to know that he wouldn't let me completely fail."

One mentor described how he made sure that his intern had three different types of projects on which to work,

> What I tried to do is have her deal with short-term things like discipline, returning parent phone calls, and also deal with long-term projects so she could see things unfold over time....I gave her a balance of things that I deal with, short-term, long-term and very long-term projects.

Additionally, mentors discussed how some interns, given their variety of background experiences, "...didn't need a whole lot of preparing for something to get into and didn't need a layering of the complexity."

Thus, depending upon the previous experiences of the intern, mentors either carefully scaffolded projects or served only as guides. Mentors who scaffolded activities did so in three ways. First, mentors modeled by having the intern observe, followed by taking the intern through the activity and then reflecting on the experience. The activity was then conducted independently by the intern with the mentor providing feedback. Another strategy for scaffolding involved the staggering of activities. Mentors played a more important role in the early stages of a project and would then step back. A final strategy was assigning two or three types of activities at the same time. Some short-term activities were designated and at the same time longer-term projects lasting a few months or the entire school year were assigned.

What Interns Learn

Participants believed interns acquired knowledge in four areas: 1) basic knowledge about day- to-day building operations; 2) strategies for information collection and problem-solving; 3) effective ways to work with a variety of adults; and, 4) how to manage their time given multiple tasks. There was consensus among mentors that only when interns began to feel comfortable in their internship settings did they begin to grow in their confidence and take more risks which permitted learning to occur. One mentor commented,

> When she first came I honestly sensed that she was a little frightened by what was going to happen, and I think she was almost feeling overwhelmed that she maybe couldn't handle it. After a while her anxiety level lessened.... she would just take off on her own, she would come and she'd have a list of things

that she was going to do that day...Id' find her sitting in a room talking with a teacher, going over some things.

An urban, high school mentor commented,

"It tested the fact that she could handle any situation that would come up. The corridors, for example. I don't think that had ever been tested as far as Joyce was concerned in her previous experiences. I think putting her in the corridors, putting her on cafeteria duty really tested her. Her interactions with the vice principals gave her a sense that she could do it. She was comfortable....She'd say I'm going to the cafeteria now. She actually spent a lot of time with my VP on discipline. At the beginning it was --"Here I am, and where do I fit in?" At the end-- "Here I am, what's there to do?"

Thus, mentors reported that as soon as interns became comfortable in the internship setting they became able to truly experience the events around them.

A salient theme of topics learned during internships was the acquisition of the basic skills or tasks needed by all principals. A middle school principal commented, "She got a better perspective as to what this job is all about.....she learned the basics, the nuts and bolts of the job." An urban elementary principal commented,

"Living through it is just invaluable, to read about filing a child abuse report or to read about not having any money, and how you go about tapping resources is okay, but actually doing it is what she did. Talking to board members instead of reading about them. I've been in classes where they give you a case study, but it's not the same. They might even be real cases, but actually

being part of living up through those things is the experience the intern needs.

The second common theme in the data involved interns learning how to collect information and to problem solve. A middle school principal stated, "Thinking through a task gave her insight as to how an administrator would think, so we would think through together, problem-solving. I'd say, ' This is the problem. Think this through.' And we'd go through the issue together, we would generate something...." Another mentor commented, "...You're basically a problem-solver and I think that she learned to understand that."

Regarding the value of the internship a middle school intern stated,

> It's one of the most important parts of our program; it gave me an opportunity to try on the role. I didn't just observe it. I didn't just hear people talk about it. I lived it. I can say I've made administrative decisions and it has given me the opportunity to see first-hand with my mentors, in both the high school and the middle school,... to see some of the decisions they made and why they made them. Plus, I've interacted with staff, board members, the superintendent, parents, and other principals in the district. It just allowed me the chance to see the big picture.

A third theme dealt with interns' learning strategies for working with adult learners. Numerous comments were made by interns about the fact that they were having to learn to work with adults. One student stated, "...I had never thought that working with adults would be so different than working with children. Motivating some adults is a lot harder." A mentor stated, "I've seen her move from someone who really didn't know an awful lot about running a school to some real depth in

there....She went from knowing nobody [in the building] to being in everybody's classroom and doing some observations and sitting with people in terms of scripting and conferencing. They didn't feel threatened by her. They got to know her."

Interns held similar reactions to mentors. One intern, placed in an urban elementary school, stated,

> I think it has affected me both personally and professionally. There were so many things that I didn't think about in being a principal until I met Joe....His manner of dealing with people has affected me outside my internship. He listens to people, he doesn't just jump in. He waits until they're finished and then he'll ask one question and he'll follow it by saying, "You need to help me understand." And then he's very quiet and the person proceeds to tell him more information and I'm really trying to do that. I'm actually saying to people "Help me understand what you're saying." And it's helping me be a better listener personally and professionally.

Another intern commented,

> He's also helped me to understand change. In the first year in the building he made phenomenal changes. He actually changed the physical location of all the people in the building. I wouldn't even have thought that you could do something like that. But it worked out well. It's the manner in which he did it that's important.... He understands what motivates adults. He's done a variety of things that hopefully will make me take risks to change things when I become a principal.

One intern discussed what she had learned about people, "I've seen so many principals telling people what to do. I know now that there are better ways of working with people, motivating people."

The final theme that emerged from the data collection dealt with the issue of time. This was particularly a concern for students who had children. A married, male, high school intern felt the internship took,

> ... a tremendous amount of time away from my family. That started to hit me about halfway through. I was missing an awful lot of what was going on in their lives because my life had been changed so much. A lot of people I know in administration have some problems keeping family together. I started to look at how people who mange to hold it all together do it.

Another married, female intern felt similarly, "I really grieved because I really have not spent the time with my children and my family....they are my first place in priority."

Another intern commented, "The internship got me out of my district. I've been in Huntington my whole career. It was absolutely necessary for me to get out and see how another system works.... I immediately gained respect for how hard administrators work....and this is what concerned me because of my family. They haven't been able to figure out why I'm doing this. They ask me, "Why do you want to work longer hours?"

Reflection

Three themes related to the concept of reflection emerged from the data. First, there appeared to be *specific times* mentors purposefully set aside to meet with interns to reflect on issues and events. A second theme deals with the *meaning and importance* the reflection had for the

intern and mentor. Both felt that this discussion was critical to analyzing complex issues. The final theme discusses the *reflective journals and seminars* scheduled throughout the preparation program.

For most intern/mentor pairs reflection time was more formalized at the beginning of the internship or when a student returned after having been away from the setting for an extended period of time. Once the pair passed the initial few weeks together, their reflection time began to "flow".

One mentor commented, "We really reflect on issues a lot when we're driving around town--to the central office, to some community agency, even last week when we were coming back from a funeral," commented a mentor. Another mentor stated, "I really tried to have a time before and after school on the days she was here. In the morning we'd sit down and I'd say, 'I'm going to take this piece of a particular project; what part do you want?' or at the end of the day I'd ask her what she had accomplished. What didn't work? What went well? Are you happy with this? Why or why not? The crucial part is that we didn't just touch base, we discussed issues." An elementary level mentor commented, "At lunch time or when we got a cup of coffee for breakfast we always discussed issues. Also, we made it a point to talk on the phone at night if the day was too hectic."

Students described particular times and/or places for reflection as well. One student stated, "Sometimes he'll just close his door in the middle of the day after something has happened and say, 'Now why do you think that happened.' Or, 'Why do you think I said what I said? ' "

Another intern discussed the progression from a structured time for reflection to more of a free flowing discussion, "From day one my

mentor sat down with me and said 'Let's reflect on some things that happened today.' We got to know each other so quickly because of it. Now when I'm there, we don't spend as much time talking over issues because things flow more between us."

The second theme that emerged from data pertaining to reflection dealt with the meaning and importance both mentor and intern placed on these discussions. One intern commented,

> When we [mentor and intern] discussed a problem sometimes he noticed things that I didn't and vice versa. So many of these problems have multiple layers of issues. I never looked at things so broadly as a classroom teacher. Now I know that it's not just black and white because the policy says so. If the policy says 10 excused absences and the kid has eleven, are we not going to pass them just because of this? Talking with my mentor led me into analyzing these issues.

Another student commented, "He used to ask me questions that helped me to see an issue more clearly. He reminded me of a soccer coach I had in college. He coached me through issues." Another intern had a similar sentiment, "We reflected on the meaning of lots of things. What's it going to mean if we can get a new course. . . . It had a lot of implications and we would reflect on the meaning of all those things and what was done in the past and how we could do it differently."
Several interns discussed the need for critical thinking which reflection time provided for. One student stated,

> I think it's absolutely necessary to spend more time reflecting. We need to be critical thinkers and if we're not trained to reflect on what we are doing in our internship, I think we simply won't get as

> much out of the experience. . . .it really helped me to think about what I did over the two years and if I could do a certain thing over again what I could have done better.

This student's comment sums up the general feeling of interns, "In the beginning I felt my reflection was more a confirmation. I needed her [the mentor] to tell me that I was doing it right. Then, I became more comfortable and we really critically talked about issues."

The final theme that emerged regarding the concept of reflection dealt with journals and seminars. Interns were required to maintain a reflective journal throughout the program. The journal contained critical incidents that occurred during the internship. Interns were asked to share these incidents at the monthly reflection seminars. In addition, students were encouraged to share journal entries with mentors, university faculty, fellow students, and/or the university site advisor. Reflection seminars and journals were mentioned by 19 of the 36 participants as having helped the intern and mentor more critically examine an issue.

One intern commented,

> I didn't share my reflection journal with my mentor. I'm not really sure why. Maybe I felt she had too much to do already. I gave it to my university advisor. I mailed it to her after each time I had spent four or five days at the school. It was great to get her comments and we met a few times over coffee to discuss how I had handled some things.

Another student had a similar comment, "I share my log and journal with my mentor and university advisor. . . .The three of us

learned so much about each other. A few times my advisor talked to my mentor in my journal. "

Technology played a role in one intern/mentor pair. An intern commented,

> He really liked reading my journal. He used his computer at home and wrote to me. It was so great to hear what his thoughts were all about.... He even reached a point when he insisted that I get access to e-mail, so I did....just to talk to him on days when I wasn't at his school.

Mentors also discussed reflection seminars and journals. One mentor commented,

> I really liked the reflection seminars, but there weren't enough of them. We discussed critical incidents in their journals....I could talk with other interns as well as my own and offer my perspective on issues. The other piece is her journal....Reading her reflections on some of these issue was fascinating. We had some great discussions because of it.

According to both interns and mentors, opportunities for reflection appeared to be a crucial part of the internship. Participants reported that in the early stages of the internship, mentors set aside specific times, but as the relationship progressed, the discussion became more free flowing. Considerable importance was attached to these discussions and participants felt strongly that they were crucial to events having meaning for interns. Finally, of those interns who shared their journals with mentors and/or university supervisors, all reported this exchange to be highly productive.

An Intern Transition Model

This section discusses an intern transition model (Figure 1) describing the experiences students in this study passed through as they moved from a state of minimal understanding of the work of school administrators to a state of high self and 'cultural' awareness. If we define culture as the learned, shared and transmitted activities of a group, then one of the goals of an internship program should be students understanding the culture of being a school administrator. For each intern the time sequence will vary depending upon a constellation of factors. It is not assumed that the subsequent stages in the process of transition automatically require preceding ones to occur since individuals will have different background experiences in school administration. The five phases of the transitional experience, however, delineate a progressive depth of experiential learning. The range of emotions will overlap and movement in all categories may be bi-directional.

Initial Contact Stage

At this phase the intern is still functionally integrated with his or her own role. During the contact phase the intern views the new environment from the insularity of that current position. Because this is a new experience this phase tends to be marked by curiosity and excitement. At this stage the relationship with the mentor is formal.

Liminal Stage

This is the threshold stage for the intern as a transition begins to occur. The intern may become apprehensive about having to work on certain projects. There is a discomfort and the intern wonders whether

Figure 1

Intern Transition Model

STAGE	EMOTIONAL RANGE	INTERN BEHAVIORS	RELATIONSHIP WITH MENTOR
Initial Contact	excitement curiosity impressionistic	observing questioning	formal
Liminal	apprehensive discomfort inadequate overwhelmed self-absorbed	helping participating grieving reflecting	cautious
Settling In	involved in control accepted	experiencing shaping decisions reflecting	open
Efficacy	challenged self-assured relaxed confident "old hand"	creating initiating reflecting making decisions risk-taking transforming	sharing
Interdependence	fulfilled satisfied regretful	closing exiting grieving	co-learning

or not he or she "fits in." They may also feel overwhelmed. Students use metaphors such as a juggler at this stage. They feel that new balls are continually being thrown into the act, often to their great surprise. Those who have intense family obligations feel guilty about missing family events, even reporting a type of grieving for the time not spent with their family and children. Another type of grieving has been described by students of color who enter internship sites in which they are in the minority. In many cases these students have come from urban environments working with colleagues and children representing a variety of ethnic groups. Suddenly, they find themselves in an environment with a predominately Anglo population. One student described the comfort felt by returning to the urban environment in which he formerly worked. "I go back to Huntington to get my fix," he joked. His facial expressions changed from a neutral tone to one of displaying considerable emotion--head shaking, eyes enlarged. He felt that if he did not occasionally return to his "home" environment he would be in a state of disequilibrium.

Prioritizing time becomes an important issue at this stage. The old routines are gone and suddenly there is little time for themselves. Some interns become self-absorbed in the internship. They feel they are being pulled apart by the many demands placed on their time. Intern behaviors tend to be those of observing, questioning, and trying to find ways to help others in this new setting. Interns describe the need to accomplish something so others will value their role as an administrative intern. In this phase the mentor-intern relationship can be described as cautious.

Settling In Stage

At this stage participants reported feeling more control over their time. Through reflecting with mentors, scaffolding of tasks and knowing there is a safety net, students become more involved. They begin feeling comfortable and accepted by adults in this new setting. They report feeling like a member of a team. The relationship with the mentor becomes one of openness.

Efficacy Stage

The efficacy stage of the transition is marked by a feeling of confidence and autonomy. The student has developed coping skills for the environment and becomes personally flexible. Interns report feeling challenged and taking risks on their own. They are self-assured and relaxed. Because of their comfort level they easily make decisions and initiate new projects. Mentors report creative solutions to problems on the part of interns at this stage and interns begin questioning the value of why mentors do some of the things they do. Interns consider themselves to be full members of the school community. In this stage the mentor-intern relationship becomes one of sharing, mutual respect having been established.

Interdependence Stage

Students and mentors report considerable satisfaction about their relationships and the interns' accomplishments at this stage. Interns begin realizing that little new basic skill learning can be garnered in this setting. Often they request opportunities to spend time with other administrators both within the internship district and outside. Thoughts of exiting the school cause the intern to feel a sense of loss. While in stage two some students experienced a loss of home-family, at

this stage interns report feelings of loss regarding their internship-family. The relationship between the intern and mentor can be characterized as that of co-learning.

Thus, the data in this study support the notion that interns pass through five stages during the internship. The transitional experience of being an administrative intern begins with the encounter of culture--the culture of school administration; it evolves into the encounter with self. Interns are trying to create a particular sense of self. In this case it is self-as-administrator. Interns who completed their program report, with considerable certainty by the end of the internship, whether or not they want to be school principals. A 28 year old female intern who had taught for five years by the end of the internship commented, "If I had not had an internship it may have taken me years to realize that although the principalship is a great job, it's not what I want to do. I love curriculum. I want a central office position in curriculum development." Another intern reported, "When I started the internship I wasn't sure this was for me. Now I know it's what I want to do."

Conclusions and Implications for Administrator Preparation Programs

This study confirms previous literature which emphasizes the importance of the internship in administrative preparation programs. However, as Shibles (1988) recommended, leadership preparation should include an internship that "...is required through collaborative arrangements with schools where effective practice is occurring" (p. 14). Thus, the importance of selection of the school site and mentor are crucial to the depth of learning opportunities of an internship.

Internships were found to be ideal for acquiring certain types of knowledge: day-to-day understanding of building operations; strategies for problem-solving; strategies for working with adults; and strategies for managing time. Opportunities for reflection were found to be imperative to reaching what Freire calls praxis. The conversations between mentor and intern facilitated learning. Reflection and action became a form of inquiry that participants in this study believed led to better, fairer decisions.

Internship learning is different from other learning in significant ways. Farham-Diggory (1994) discusses the apprenticeship model of learning to be one of acculturation. This study found that the internship allowed students to learn the culture of school administration. Internship or apprenticeship learning differs from other learning in significant ways. It is 'real,' relevant, holds interns accountable, affords interns an opportunity to work intimately with an expert, and provides a referential framework for tying theory. Lave and Wenger's (1991) ideas of situated cognition are particularly appropriate as a framework for examining administrative internships. The notion of apprenticeships providing students opportunities for being legitimate peripheral participators in the culture of school administration is a powerful one for examining internship learning. Participants in this study provided numerous examples of how interns learned *to* talk as school administrators rather than learning *about* talking like school administrators.

Mentors became co-learners as the internship relationship developed, benefiting in three ways: they had opportunities to critically

examine their own ideas; they learned new content knowledge; and, they had an opportunity to collaborate on projects.

If interns pass through stages as described in the Intern Transition Model, preparation programs can assist both mentors and interns in anticipating issues that may arise in advance. Since these issues can be anticipated, this model may be helpful for both interns and mentors during internship program orientations conducted by administrator preparation programs.

This study has several implications for practice:

- mentor selection is crucial to in-depth learning of interns;
- mentors need to scaffold opportunities for interns;
- types of internship activities should vary in depth and complexity;
- reflection should be an integral part of all internships;
- opportunities for theory-practice ties should exist in some format (e.g., reflection seminars); and,
- interns pass through stages during their internships and certain social and cultural factors (i.e. having children; issues of ethnicity) as well as experiential background factors have an important bearing on how quickly interns acculturate to their internship settings.

There are many areas requiring further exploration. This study included only a limited number of students representing different ethnic and cultural backgrounds from those found in the internship setting. Further investigation of issues of cultural diversity and acculturation in the internship setting should be explored. Given the low percentage of minority students enrolled in administration preparation programs nationwide, the impact of these issues warrants further investigation. Additionally, research on the impact of alternative field placement

settings for internships or field experiences outside schools or central offices should be investigated.

Notes

1. Although the terms apprenticeship and internship are used interchangeably in this paper, the earlier literature on field experiences in educational administration differentiates between an internship and an apprenticeship. According to Davies (1962). "The internship emphasizes rigorous learning experiences in the field near the end of a formal preparation program....The apprenticeship year is an exploratory one...[it]emphasizes career guidance..." (p.4). These differences have been blurred and redefined since the time of writers such as Davies (1962), and Hencley (1963). Although the word "internship" is used in most administrator preparation programs, the concepts found in the literature on apprentice ship learning (see Coy, 1989; Lave and Wenger, 1991) may be far more fruitful for future research on learning in field settings.

2. At the beginning of data collection each interview guide consisted of nine general questions:

- In what ways has this internship impacted you?
- How, if at all, did your mentor (intern) change?
- What's special about internship learning?
- Tell me something your intern learned during the internship and how your intern mastered it? (How you master it) (Did your mentor (or other people) as an expert, show you how to do this?)
- Tell me about any opportunities you had to reflect together.
- When during the internship did you feel your intern (you) were learning the most?
- Some administrative preparation programs do not have internships. How would you rate an internship's importance to a preparation program?

Both interview guides changed as data were collected and analyzed.

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